

power of one

Riverton High School

FCCLA Club

Name _____ Grade _____

Starting Date: _____

Completion Date: _____

A Better You—White

Family Ties—Blue

Working on Working—Gold

Take the Lead—Green

Speak Out for FCCLA—Red

Who has the **POWER** to make dreams come true?

You do!

Your unique thoughts, ideas and energy give you POWER.

Use that positive POWER to get more from your life.

Your POWER can lead you to new skills and special accomplishments.

Power of One helps you find and use your personal POWER. You create a project just for you. You set goals for yourself, then work to achieve them. And you see results! You'll have new experiences, learn about yourself and feel pride in reaching a goal. Plus, you can earn recognition from your FCCLA chapter and the state and national organizations. The skills you learn in Power of One will help you now and in the future in school, with friends and family, and on the job.

Power of One is for You!

Have you ever thought about a special goal? Maybe you would like to develop better study habits, cope with a physical challenge, get along with family members, improve job skills, become a leader—or any other personal goal.

Power of One is for YOU! You select the goals most important to you, then create a plan of action to meet them.

Each of us has the **POWER**
to fulfill our dreams.
It only takes one person to
make a wish come true. That
person is

YOU!

Each Power of One project fits in one of the five units—



A Better You—
improve on a personal trait



Family Ties—
get along better with family members



Working on Working—
explore and prepare for careers



Take the Lead—
develop leadership qualities



Speak Out for FCCLA—
tell others about the organization

Power of One offers the opportunity to—

- examine issues in depth
- work alone and at your own pace
- tackle personal projects
- explore a special interest
- learn to set goals and make decisions
- develop leadership skills
- expand on knowledge and skills learned in family and consumer sciences
- receive recognition for your efforts

Power of One is a national program of Family, Career and Community Leaders of America.

power of **ONE** STEPS



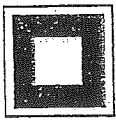
Identify Concerns

Select unit
Check project ideas list
Choose top concerns



Set a Goal

Write it down



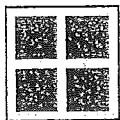
Form a Plan

Create detailed plan
Meet with adviser and/or evaluation team



Act

Carry out activities



Follow Up

Complete follow-up questions
Meet with adviser and/or evaluation team
Apply for state and national recognition

power of **ONE** **BASICS**

Make your dreams come true with
Power of One. It's as easy as—

1. **choose a personal concern;**
2. **set a goal;**
3. **plan and carry out steps to meet your goal.**

WHO can participate in Power of One?

Any state and nationally affiliated member can take part in Power of One. There are two project levels. Less experienced members may want to do Level 1 projects. More experienced members may want to do Level 2 projects. Any member is allowed to choose either level.

WHAT is a Power of One project?

A Power of One project is an individual activity you create to reach a personal goal. Your project should relate to subjects taught in family and consumer sciences and FCCLA. Projects must involve in-depth effort.

Each Power of One unit includes suggested projects. Feel free to adapt a project to your needs or develop your own project. Make sure your project relates to the unit and has been approved by your FCCLA adviser.

A project used in other FCCLA activities may be adapted for Power of One as long as it is an in-depth individual activity. For example, if you do a project on family councils in the Familles First program, you can use parts of that project again in the Power of One unit, "Family Ties," by holding family council meetings at home.

HOW MUCH TIME do I have to spend?

You have no time limit and can work at your own speed. You should set a date for when you will complete your project. Your FCCLA adviser may give you a deadline.

HOW do I do Power of One?

Getting started is easy. Just choose a unit that interests you. You may want to do all five units someday, but choose just one to start. The units do not have to be completed in any particular order.

Then follow these steps for each Power of One project—

- identify a personal goal;
- choose a participation level—Level 1 or Level 2;
- plan a project using the five-step planning process (see p. 6);
- meet with your adviser and/or an evaluation team;
- complete your project;
- submit the project to your adviser and/or evaluation team;
- be recognized by submitting forms at local and State levels.

You may do other units in the future. If you change schools or advisers, you may take your FCCLA records with you and pick up where you left off.



A Better You Project Sheet

Name _____ Project _____ Date _____

☐ Level 1 ☐ Level 2

A Better You Project Ideas List

Start thinking about a project for "A Better You." Check the projects below that interest you.

Level 1 Project Ideas

- ☐ keep a daily food diary for one week
- ☐ reduce junk food I eat
- ☐ learn an exercise I like
- ☐ learn to _____
- ☐ have fewer fights with friends
- ☐ make new friends
- ☐ hand in homework on time
- ☐ pick up and organize my room
- ☐ other (please describe): _____

Level 2 Project Ideas

- ☐ lose weight by following a balanced eating plan
- ☐ follow an exercise program
- ☐ learn to _____
- ☐ learn about stress and reduce the stress I feel
- ☐ get along better with _____
- ☐ manage my money better
- ☐ save money for an activity or for college
- ☐ improve grade(s) in _____
- ☐ set up and use personal schedule planner
- ☐ other (please describe): _____



Identify a concern

Ask yourself—

- Which project ideas deal with concerns that are most important to me?
- Which could lead to an in-depth project?
- Which can be finished in the time available?

My top concern is:



Set a goal

Here's what I hope to accomplish:

By _____, I will improve _____
[date] [habit/activity/personal trait to be improved]

by _____
[information to be learned, activity to be completed and/or number to be reached]



Form a plan

Here's my plan:

Who:

What:

When:

Where:

How:

Resources: Attach a separate sheet listing **people**, **publications** and **community agencies** that can help you with your project.

Reproducible Worksheet © Family, Career and Community Leaders of America, Inc.

**Proposed Project Checklist**

Share this checklist with your adviser and/or evaluation team **before** starting your project.

- | | | |
|---|------------------------------|-----------------------------|
| Is the goal realistic for available time? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Is it an in-depth project? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Is the project related to the unit topic? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Is the member assuming full responsibility for the project? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Is the project plan complete and clearly stated? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Will the project be the work of one individual? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Are the planned activities meaningful and significant to the project? | <input type="checkbox"/> yes | <input type="checkbox"/> no |

Answers to all questions should be "yes" for member to proceed.

Revisions suggested:

Adviser Signature _____ Date _____

**Act**

Here's what I accomplished:

**Follow up**

Here's what I learned:

What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

- | | | |
|--|------------------------------|-----------------------------|
| Did the student— | | |
| achieve the original goal? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| complete all planned activities? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| devote in-depth effort to the project? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| complete the project alone? | <input type="checkbox"/> yes | <input type="checkbox"/> no |

Answers to all questions must be "yes" for approval of project.

Adviser Signature _____ Date _____



Family Ties Project Sheet

Name _____ Project _____ Date _____

☐ Level 1 ☐ Level 2

Family Ties Project Ideas List

Start thinking about a project for "Family Ties." Check the projects below that interest you.

Level 1 Project Ideas

- ☐ keep my clothes and possessions neat and organized
- ☐ feed, exercise and clean up after the family pet
- ☐ set up a "fun at home" night for all family members
- ☐ make a chart to track my household jobs
- ☐ prepare a nutritious family meal
- ☐ interview a parent, grandparent or other relative about his or her youth
- ☐ say only positive things about my family
- ☐ create a fun activity to do with a brother or sister
- ☐ other (please describe): _____

Level 2 Project Ideas

- ☐ organize and maintain my clothes and closet
- ☐ schedule an hour a day to spend talking with family members
- ☐ volunteer to take care of an additional household responsibility
- ☐ prepare a nutritious family meal twice a week
- ☐ set up and lead a family council meeting
- ☐ prepare a family tree or genetic journal
- ☐ practice conflict-resolution techniques in the family
- ☐ help family members (and self) deal with a family challenge
- ☐ other (please describe): _____

Identify a concern

Ask yourself—

- Which project ideas deal with concerns that are most important to me?
- Which could lead to an in-depth project?
- Which can be finished in the time available?

My top concern is:

Set a goal

Here's what I hope to accomplish:

By _____, I will improve _____
[date] [habit/activity/personal trait to be improved]

by _____
[information to be learned, activity to be completed and/or number to be reached]

Form a plan

Here's my plan:

Who:

What:

When:

Where:

How:

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Here's what I accomplished:

**Follow up**

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What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

Did the student—

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| complete the project alone? | <input type="checkbox"/> yes | <input type="checkbox"/> no |

Answers to all questions must be "yes" for approval of project.

Adviser Signature _____ Date _____



Take the Lead Project Sheet

Name _____ Project _____ Date _____

☐ Level 1 ☐ Level 2

Take the Lead Project Ideas List

Start thinking about a project for "Take the Lead." Check the projects below that interest you.

Level 1 Project Ideas

- ☐ visit someone at a nursing home, hospital, children's home or shelter
- ☐ learn and practice ways to say "no" when friends ask me to do something I know is not right
- ☐ help children learn about safety, nutrition or self-esteem
- ☐ speak up more in class
- ☐ explain FCCLA to three friends and ask them to join
- ☐ join the chapter's parliamentary procedure team
- ☐ write, practice and give a short speech
- ☐ research and run for a chapter office
- ☐ other (please describe): _____

Level 2 Project Ideas

- ☐ work one-on-one with an elderly person, someone who is ill or an at-risk child
- ☐ volunteer for several weeks at a local institution or agency
- ☐ promote abstinence from smoking, drinking, drugs or premarital sex
- ☐ lead a chapter committee or project
- ☐ organize a chapter membership activity
- ☐ serve as a chapter officer and fulfill specific responsibilities
- ☐ research and run for a district, state or national office
- ☐ other (please describe): _____



Identify a concern

Ask yourself—

- Which project ideas deal with concerns that are most important to me?
- Which could lead to an in-depth project?
- Which can be finished in the time available?

My top concern is:



Set a goal

Here's what I hope to accomplish:

By _____, I will improve _____
[date] [habit/activity/personal trait to be improved]

by _____
[information to be learned, activity to be completed and/or number to be reached]



Form a plan

Here's my plan:

Who:

What:

When:

Where:

How:

Resources: Attach a separate sheet listing **people, publications and community agencies** that can help you with your project.

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Here's what I accomplished:

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What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

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Answers to all questions must be "yes" for approval of project.

Adviser Signature _____ Date _____



Working on Working Project Sheet

Name _____ Project _____ Date _____

☐ Level 1 ☐ Level 2

Working on Working Project Ideas List

Start thinking about a project for "Working on Working." Check the projects below that interest you.

Level 1 Project Ideas

- ☐ make a list of all local jobs available to students my age
- ☐ fill out sample job applications
- ☐ create a resume
- ☐ interview a relative about his or her job
- ☐ volunteer at a job site that interests me (like a school, hospital, farm, park, office, etc.)
- ☐ complete a questionnaire or computer program about my career-related interests and traits
- ☐ choose a high school career path, major or specific courses that may help with my career
- ☐ research and give a report about a career that interests me
- ☐ other (please describe): _____

Level 2 Project Ideas

- ☐ obtain a part-time job
- ☐ participate in the Job Interview STAR Event
- ☐ create a portfolio of my accomplishments
- ☐ set and work toward goals to improve on the job (like being on time, using time well, having positive attitude, etc.)
- ☐ create a plan for my own business
- ☐ shadow a worker in a career that interests me
- ☐ research colleges and postsecondary school choices
- ☐ put away money for college each week
- ☐ other (please describe): _____



Identify a concern

Ask yourself—

- Which project ideas deal with concerns that are most important to me?
- Which could lead to an in-depth project?
- Which can be finished in the time available?

My top concern is:



Set a goal

Here's what I hope to accomplish:

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Adviser Signature _____ Date _____



Speak Out for FCCLA Project Sheet

Name _____ Project _____ Date _____

☐ Level 1 ☐ Level 2

Speak Out for FCCLA Project Ideas List

Start thinking about a project for "Speak Out for FCCLA." Check the projects below that interest you.

Level 1 Project Ideas

- ☐ create a poster, bulletin board or display about an FCCLA program or chapter activity
- ☐ tell parents and family members about FCCLA
- ☐ publicize a chapter project in the school
- ☐ write a press release about a chapter activity
- ☐ demonstrate a STAR Event in class
- ☐ help plan National FCCLA Week activities
- ☐ read an announcement about an FCCLA activity on the school TV or audio system
- ☐ write a letter to a state legislator about why FCCLA is important to schools, families, careers and communities
- ☐ other (please describe): _____

Level 2 Project Ideas

- ☐ create a pamphlet, computer demonstration, powerpoint presentation, video or slide show about FCCLA
- ☐ create a chapter homepage or newsletter
- ☐ make a fun presentation about family and consumer sciences courses and FCCLA to potential members
- ☐ organize National FCCLA Week activities
- ☐ appear on a television or radio show
- ☐ speak to school administrators, counselors and/or school board members about FCCLA and chapter activities
- ☐ speak to local and state government officials about FCCLA
- ☐ request donations from businesses and community organizations
- ☐ other (please describe): _____



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Is the project related to the unit topic?	<input type="checkbox"/> yes	<input type="checkbox"/> no
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Here's what I accomplished:



Follow up

Here's what I learned:

What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

Did the student—		
achieve the original goal?	<input type="checkbox"/> yes	<input type="checkbox"/> no
complete all planned activities?	<input type="checkbox"/> yes	<input type="checkbox"/> no
devote in-depth effort to the project?	<input type="checkbox"/> yes	<input type="checkbox"/> no
complete the project alone?	<input type="checkbox"/> yes	<input type="checkbox"/> no

Answers to all questions must be "yes" for approval of project.

Adviser Signature _____ Date _____

Julie Webb-Townsend

FCCLA Convention Work Sheet

FCCLA Theme: Discover the Power Within. Motto: It starts with me!

Goal: Discover the Power of One

How do you discover the power within? John Wooden, coach winning ten NCAA Basketball championships in twelve years, (*Beyond Success*) suggests that the power within comes from developing his seven-point creed which is to: be true to yourself, make friendship a fine art, make each day your masterpiece, build a shelter against a rainy day, help others, drink deeply from good books, and pray for guidance and give thanks for your blessings every day. His pyramid of success is to develop the following; industriousness, enthusiasm, friendship, loyalty, cooperation, self-control, alertness, initiative, intentness, condition, skill, team spirit, poise, confidence and competitive greatness. According to *Profiles and Strategies of Successful People*, J. Webb, "Discovering the power within comes from developing understanding and executing the following six attributes that thread themselves through successful people: personality profiling, wishes and dreams, serendipity, creativity, time/niche, and paradigm shifts".

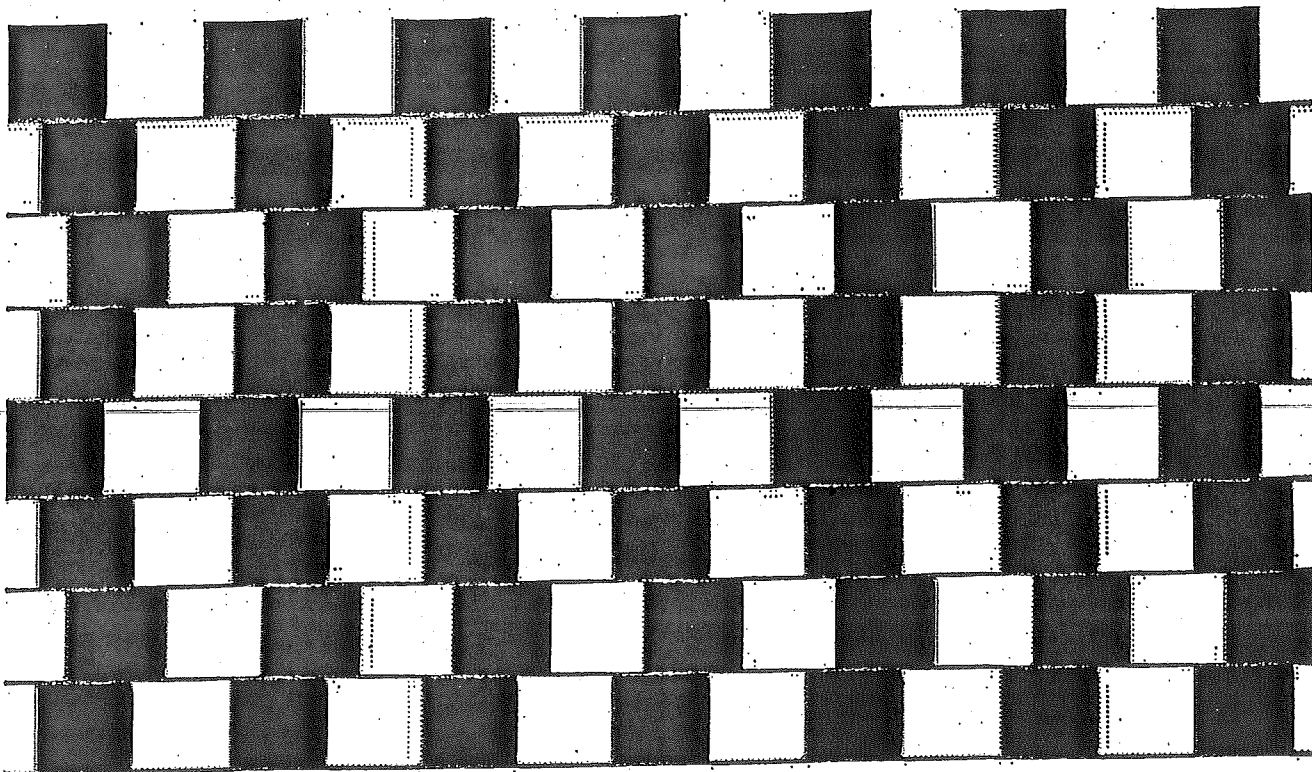
Personality Profile: Knowing yourself and others. Your primary profile is: _____
Your strengths are _____ Your weaknesses are _____
D's are motivated by directness and bottom line and their fears are loss of control. I's are influential, motivated by people and they fear rejection. S's are motivated by steadiness and fear loss of stability and C's are cautious, motivated by accuracy and fear criticism.

Wishes and Dreams: We limit ourselves by what we fear. Without daring there is no winning. The easy choice is always clear, but leads us near our beginning. Michael Shure
What would you do if you weren't afraid? _____
What are your ten wishes? _____

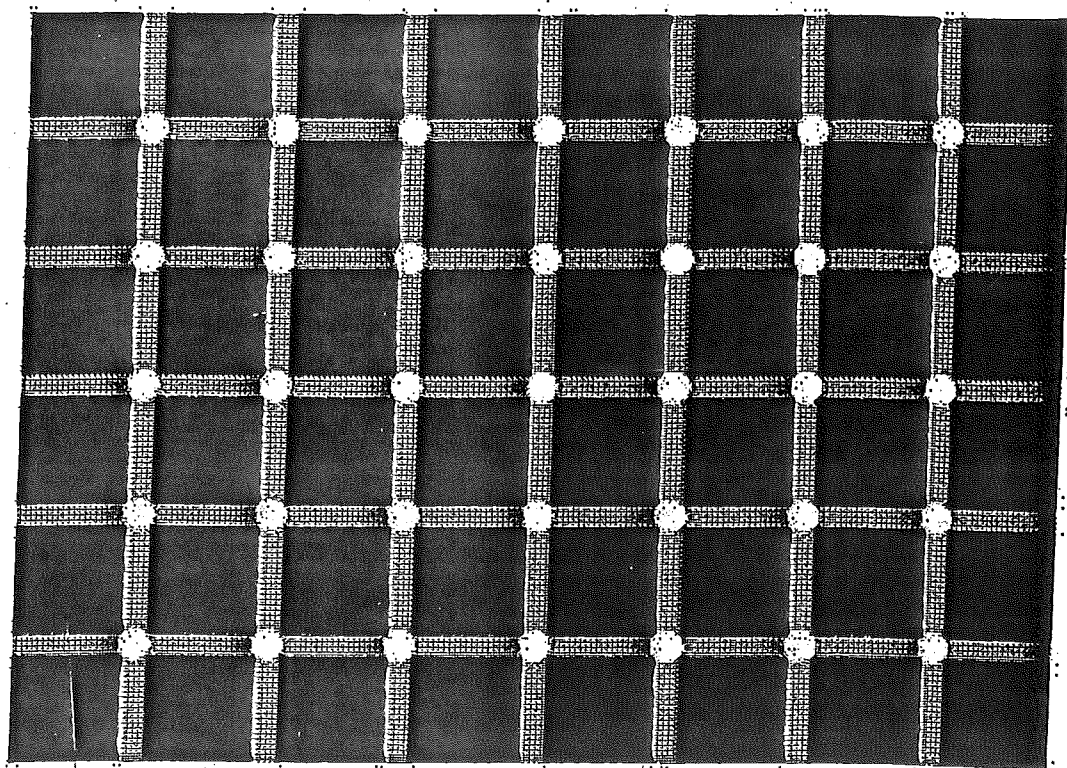
You have been taught your own limits. Unlearn the negatives and design your own life
Fill in the blank with a negative limited statement about yourself

I am _____
Who told you you were _____
Is that true? Yes or No _____
If the answer is "yes" you have two choices: 1) you can change "it" if it doesn't serve you well or 2) you don't have to change it now. So are you going to change it? If so how? Or are you not going to change it now? _____
If the answer is "no, that is not true about me", then throw out the old cassette in your brain that no longer serves you, replace it with a new belief and use repeated affirmations.

Paradigm Shifts: A shift in perspective. You can change how you behave and how you see yourself. One more piece of information might change your judgment about yourself and especially others. In order to change one has to feel the need to change. We are motivated by pleasure or pain. Change is an active process. Action + time = change. The past doesn't equal the future. What shift do you want to have so that you can really tap into the power within you? What about the power within your club?



Are the horizontal lines parallel or do they slope?



Count the black dots! :o)

THE SURVEY

Recent research concerning the specific ways that people naturally sense, conceptualize and respond to situations has led to the discovery of four basic styles.

INSTRUCTIONS FOR RESPONDING

In the space provided below, identify those behaviors, which are MOST-TO-LEAST characteristic of you in an identified situation. Working left to right, assign "4" points to the MOST characteristic behavior, "3" to the next most characteristic, then "2" and finally "1" to your LEAST characteristic behavior.

EXAMPLE

3 Directing

D

4 Influencing

I

2 Steady

S

1 Cautious

C

___ Directing	___ Influencing	___ Steady	___ Cautious
___ Self-Certain	___ Optimistic	___ Deliberate	___ Restrained
___ Adventurous	___ Enthusiastic	___ Predictable	___ Logical
___ Decisive	___ Open	___ Patient	___ Analytical
___ Daring	___ Impulsive	___ Stabilizing	___ Precise
___ Restless	___ Emotional	___ Protective	___ Doubting
___ Competitive	___ Persuading	___ Accommodating	___ Curious
___ Assertive	___ Talkative	___ Modest	___ Tactful
___ Experimenting	___ Charming	___ Easy-Going	___ Consistent
___ Forceful	___ Sensitive	___ Sincere	___ Perfectionistic
___ TOTAL	___ TOTAL	___ TOTAL	___ TOTAL

NAME: _____

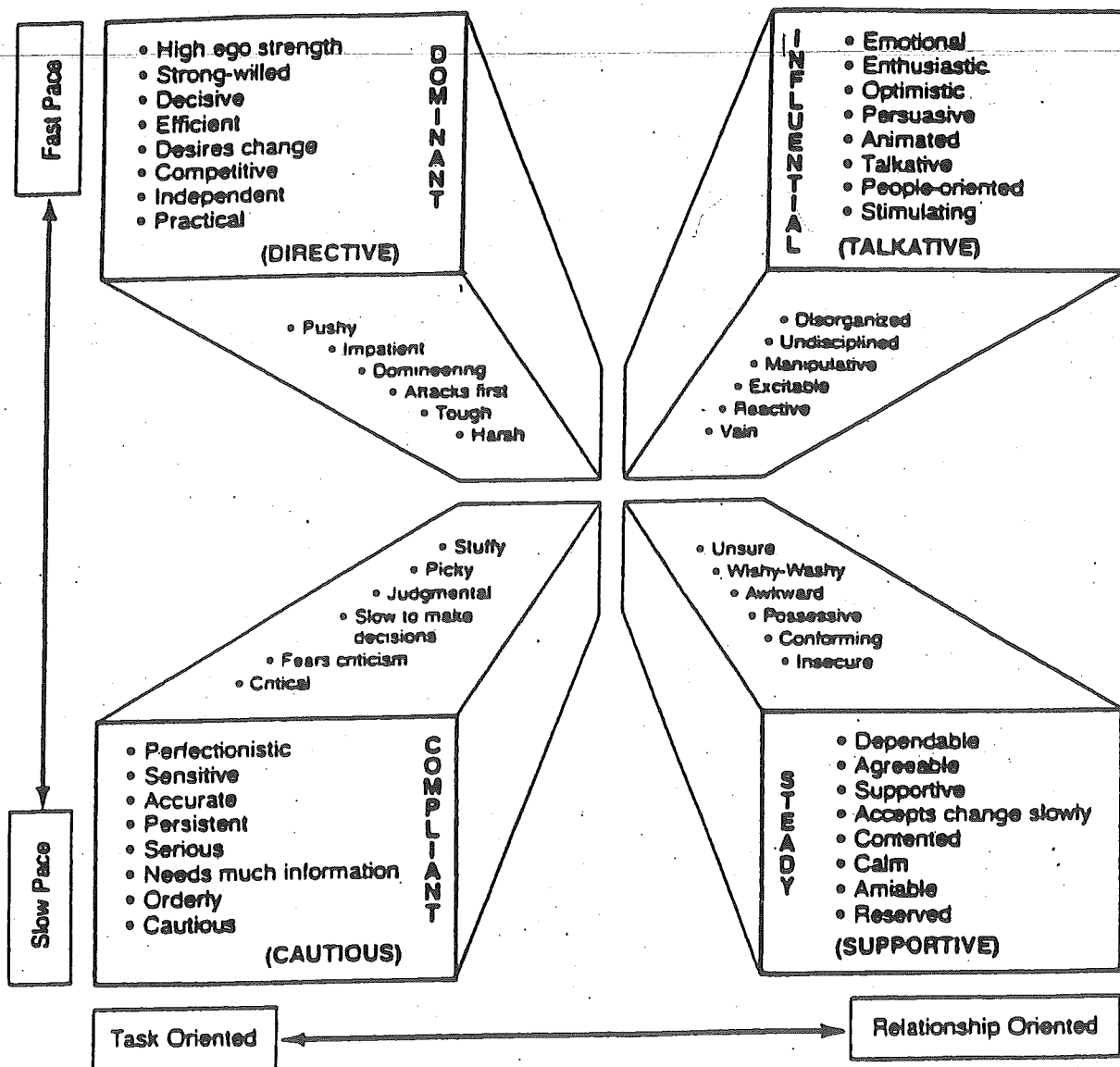
DATE: _____

IDENTIFIED SITUATION: _____

LEVEL
OF ENERGY

	D	I	S	C
	40	40	40	40
	38	38	38	38
	36	36	36	36
	34	34	34	34
	32	32	32	32
	30	30	30	30
	28	28	28	28
	26	26	26	26
	24	24	24	24
	22	22	22	22
	20	20	20	20
	18	18	18	18
	16	16	16	16
	14	14	14	14
	12	12	12	12
	10	10	10	10

Behavioral Styles



!Shazam!
Test your Power of One Knowledge
!Shazam!

1. Which Power of One unit encourages students to work on leadership qualities? _____

2. Can you name the 5 Power of One modules?

1. _____

2. _____

3. _____

4. _____

5. _____

3. Which Power of One unit would have a project where the student wrote a letter to a state legislator about why FCCLA is important to school, families, careers and communities?

4. How do you receive recognition in the Power of One modules?

5. Are there colors which represent each unit? _____

Power of One

I. *A Better You*

- a. color is white
- b. pinpoint some personal traits you want to improve
- c. projects include:

II. *Family Ties*

- a. color is blue
- b. discover that getting along with your family can be easier
- c. projects include:

III. *Take the Lead*

- a. color is green
- b. work on leadership qualities
- c. projects include:

IV. *Speak out for FCCLA*

- a. color is red
- b. tell others about the positive experiences in the organization
- c. projects include:

V. *Working on Working*

- a. color is gold
- b. explore work options, prepare for a career or sharpen skills useful in any business
- c. projects include:

Power of One

WHO can participate in Power of One?

Any state and nationally affiliated member can take part in Power of One. There are two project levels. Less experienced members may want to do Level 1 projects. More experienced members may want to do Level 2 projects. Any member is allowed to choose either level

WHAT is Power of One project?

A Power of One project is an individual activity you create To reach a personal goal. Your project should relate to subjects taught in family and consumer sciences and FCCLA projects. Projects must involve in-depth effort.

Each Power of One unit included suggested projects. Feel free to adapt a project to your needs or develop your own project. Make sure your project related to the unit and has been approved by your FCCLA advisor

A project used in other FCCLA activities may be adapted for Power of One as long as it is an in-depth individual activity. For example, if you do a project on family councils in the Families First program, you can use parts of that project again the the Power of One unit, "Family Ties," by holding family council meetings at home.

HOW do I do a Power of One?

Getting started is easy. Just choose a unit that interests you. You may want to do all five units someday, but choose just one to start. The units do not have to be completed in any particular order.

Then follow these easy steps for each Power of One project-

- ❖ Identify a personal goal
 - ❖ Choose a participation level - Level 1 or Level 2
 - ❖ Plan a project using the five step planning process
 - ❖ Meet with your adviser and/or evaluation team
 - ❖ Complete your project
 - ❖ Submit the project to your adviser and/or evaluation team
 - ❖ Be recognized by submitting forms at local and state levels
- You may do other units in the future. If you change schools or advisers, you may take your FCCLA records with you and pick up where you left off.

Power of One Squares

Materials you will need include:

One 8 1/2 X 11 sheet of paper with the following names on it:

Workaholic Wally

Caring Chad

Lazy Larry

Groovy Gary

Nervous Nellie

Magnificent Mom

Conscientious Connie

Dandy Dad

Selfish Celine

9 copies of "X O" 8 1/2 X 11 sheets of paper

People you will need to play Power of One Squares:

One "celebrity" to play the part of each character

One host for the game (leader of the game)

One scorekeeper

Two teams which consists of the rest of the audience.

Rules for the game of Power of One Squares

Objective is to the a straight line on the tick-tack-toe board of family celebrities.

Have each power of one celebrity find a place in the Power of one square. The square should look like this: XXX, X=celebrity. Each celebrity will wear their name over their

XXX

XXX

neck and have an X O card to flash after answering the question.

STEP ONE The host of the game will ask one question and give the multiple choice answers.

STEP TWO Then, team 1 picks a celebrity to answer the question.

STEP THREE The celebrity answers the question. If the celebrity answers the question correctly the celebrity posts their mark (either X or O). If it is answered incorrectly by the celebrity, the celebrity posts the other teams mark.

STEP FOUR The host of the game will ask one question and give multiple choice answers

STEP FIVE Then, team 2 picks a celebrity to answer the question

STEP SIX The celebrity answers the question

(this game goes on and on until a tic-tac-toe is made)

Questions for the Power Of One Squares Game

1. Which is **not** a Power of one unit?
 - a. Working on Working
 - b. A Better You
 - c. **Go out and do it**
 - d. Take the Lead
2. The skills members learn in Power of One will help them in school, with friends and family, in their future, at college and
 - a. **on the job**
 - b. when they are tired
 - c. when they can't use the computer
 - d. when they are self-directed
3. The national program that helps members set their own goals, work to achieve them and see the results is:
 - a. Families First
 - b. Financial Fitness
 - c. **Power of One**
 - d. STOP the Violence
4. The Power of One unit that focuses on pinpointing some personal traits you want to improve is:
 - a. Family Ties
 - b. Working on Working
 - c. Take the lead
 - d. **Power of One**
5. The Power of One unit that focuses on discovering that getting along with you family members can be easier is:
 - a. **Family Ties**
 - b. Working on Working
 - c. Take the Lead
 - d. Power of One
6. The Power of One unit that encourages students to explore work options, prepare for a career or sharpen skills useful in any business is:
 - a. Family Ties
 - b. **Working on Working**
 - c. Take the Lead
 - d. Power of One
7. The Power of One unit that encourages students to work on leadership qualities is:
 - a. Family Ties
 - b. Working on Working
 - c. **Take the Lead**
 - d. Power of One
8. The Power of One unit that encourages students to tell others about positive experiences in the organization is:
 - a. **Speak out for FCCLA**
 - b. Working on Working
 - c. Take the Lead
 - d. Power of One

9. Your chapter is eligible for national recognition if they:
- Complete the 2000 National FCCLA Programs Award Application
 - Complete and send the 2000 National FCCLA Program Award Application to National Headquarters by the deadline date for March 1st.**
10. The FCCLA five step planning process **does not** include:
- Gather Information**
 - Identify Concerns
 - Set a Goal
 - Form a Plan
11. Which of the following **would not** be an activity of the Working on Working unit?
- create a resume
 - obtain a part time job
 - create a plan for a business
 - get fired from you job**
12. Which of the following **would not** be an activity of the Family Ties unit?
- prepare a family tree
 - set up a "fun at home" night for all family
 - fight with your mom**
 - prepare a nutritious family meal
13. Which of the following **would not** be an activity of the Speak Out for FCCLA unit?
- tell people of the project that failed**
 - tell your parents about FCCLA
 - tell the school board about FCCLA
 - tell government officials about FCCLA
14. Which of the following **would not** be an activity for Take the Lead unit?
- Prepared to run for an office
 - Conducting a Workshop
 - Leading a group discussion
 - Attending one FCCLA meeting a year**
15. Which of the following **would not** be an activity for A Better You unit?
- reduce the junk food you eat
 - follow an exercise program
 - organize my room
 - not setting any goals for the future**
16. Completing a Power of One unit is difficult
- True
 - False**
17. Power of One is only for certain people
- True
 - False**
18. Each unit has a specific symbol to go along with it
- True**
 - False

To: FHA/HERO advisors and officers

From: Richelle Robbins
 VP Individual Programs

Subject: Power of One

Now that life is starting to calm down a little bit, it's a great time to start working on your Power of One projects. It will be much easier to complete them now when life is less busy, instead of waiting until next year when things get hectic again. Power of One is an excellent FHA/HERO National Program that helps us realize the power one person can have. It recognizes students for setting and accomplishing goals on an individual basis. Many people are already setting and accomplishing goals which could count as Power of One projects; they just don't know it. All they need to do is fill out the forms and submit them for recognition. Everyone has goals. Even if a person's only goal is to get his/her driver's license, it is still a goal. Hopefully this letter will help you think of ideas to improve Power of One in your chapters.

Power of One Units

There are five units in which you can set your goals. Just think of a goal you have and apply it to one of these units.

- 1) A Better You
- 2) Family Ties
- 3) Take the Lead
- 4) Working on Working
- 5) Speak out for FHA/HERO

The Planning Process

All Power of One projects must be completed with the use of the FHA/HERO planning process.

- 1) Identify a Concern
- 2) Set Your Goal
- 3) Form a Plan
- 4) Act
- 5) Follow Up

It might sound scary, but it's not. All you have to do is write down why you wanted to change something, how you were going to do it, and so forth.

Forms/Recognition

First you need to complete the project sheet which coincides with the unit on which your goal focuses. You complete the planning process on this form: what your concern is, your goal to meet that concern, how you will meet that goal, what you did, and evaluating your project when it is completed. You need to review your project with your advisor or an evaluation team. It's not that hard. All you have to do is tell them what you are doing, why you are doing it, and how you

will accomplish it. They may have suggestions for you to help make your project better. This is the main thing that keeps people from receiving recognition for completing their Power of One projects, the paperwork; but it's not that hard. All you have to do is take a few minutes to answer the questions. (For example, please see Attachment A.)

For local recognition, you or your advisor may purchase Power of One pins or charms for each unit you complete. They can be ordered from the national supply service. Check the *FHA/HERO Publications Catalog* for the address. You can also provide your own incentive or rewards on the local level.

You can apply for state recognition when you have completed a project in all five units. To apply you need to complete the "5 Unit Recognition Application" sheets before the deadline.

(please see Attachment B.) Your state advisor will then inform national headquarters that you are eligible for national recognition. To receive national recognition, your dues need to be received by March 1.

Promoting Power of One in Your Chapter

There are many ways you can promote Power of One in your chapter. Here are a few ideas.

Give them some extra incentive/reward

Make it into a contest to see who can complete their projects first

As a FACS teacher, assign your students to complete one or two Power of One projects which apply to the curriculum you are studying

Have chapter meetings where members can complete Power of One projects and answer their forms

- Make a family tree (Unit: Family Ties)
- Have them write a "thank you" letter to their parents (Unit: Family Ties)
- Have some parents come and speak about preparing for your future family now (Unit: Family Ties)
- Make posters advertising an FHA activity (Unit: Speak out for FHA/HERO)
- Let them take turns giving presentations about FHA/HERO programs or projects which they have done ie. a STAR Event project (Speak out for FHA/HERO)
- Have them select someone who they view as a leader. They can write a letter to that person mentioning their leadership qualities and thanking them for their example (Unit: Take the Lead)
- Let all officers take a turn conducting officer meetings (Unit: Take the Lead)
- Make foods and add the recipes to a recipe box (Unit: A Better You)
- Teach them a new craft or skill (Unit: A Better You)
- Have some people come to a chapter meeting and talk about their occupations (Unit: Working on Working)
- Complete a Career Connections project or a job fair for your chapter members to attend (Unit: Working on Working)

More Ideas for Power of One Projects

A Better You

Break a habit

Keep your room clean for a certain number of weeks

Write in a journal or diary for a certain number of days

Learn or improve a talent or skill which you would like to have

Focus on one trait you would like to improve for a certain number of weeks

Work on having a more positive attitude

Participate in an athletic program

Try to be more aware of other people's feelings

Make a new friend

Family Ties

Make a family tree

Learn about your ancestors

Ask your parent(s) to tell you stories from when they were young

Plan a family night with games and treats

Do something nice for a sibling you usually fight with

Add to your family's history

Plan a family reunion

Take the Lead

Run for an office

Be a teacher's aide

Have all officers take turns conducting officer meetings

Write a list of leadership qualities, pick one, and try to develop it

Write a letter to someone who has always been a leader to you pointing out their leadership qualities and why you admire them

Give a presentation at a chapter meeting

A report on chapter activities

Talking about FHA /HERO programs

Sharing a project for a STAR Event

Working on Working

Research and/or write a short report about an occupation which interests you

Compare different jobs, wages, hours, benefits, etc.

Talk to people about their occupations and why they enjoy them

Improve your typing and computer skills

Perform a Career Connections project

Practice interviewing

Hold a job

Participate in an internship or work study program

Speak out for FHA/HERO

Make posters advertising an FHA activity

Create a chapter scrapbook

Tell a friend about FHA/HERO

Make a list of possible questions people might ask about FHA/HERO and answer them

Present a workshop about FHA/HERO or one of its programs

Conduct a survey of what people really know about FHA, the results might be surprising
ie. What is a homemaker?

Power of One is one of the national programs which can be easily overlooked. It can be as easy or challenging as you wish to make it. The more difficult the project, the more meaningful it will be to you. All you have to do is think of a goal you are working on, apply it to one of the five units, and fill out the forms. It's that simple. Hopefully, we can help each other discover the power within ourselves and the difference one individual can make. We might not think one person can really make a difference, but they can. Even if you just have a positive influence on the lives of two other people, they can turn around and have a positive influence on the lives of two other people, and the chain can keep growing until you really have made a difference.

I'm Only Onx Pxrson-Thx Powxr of Onx

Xven though my typxwritxr is an old modxl, it works quitx wxll xxxcpt for onx of thx lxys. I havx wishxd many timxs that it workxd pxrfxctly. It is just that thxrx arx forty-six kxys that function wxll xnough, but just onx kxy not working makxs thx diffxrxncx.

Somxtimxs it sxxms to mx that our group is somxwhat likx my typxwritxr—not all thx pxoplx arx working propxrly.

You may say to yoursxlf, "Wxll, I am only onx pxrson. It won't makx much diffxrxncx." But you sxx, thx group, to bx xffxctivx nxxds thx activx participation of xvxy pxrson.

So, thx nxxt timx you think you arx only onx pxrson and that xffort is not nxxdxd, rxmxmbxr my typxwritxr and say to yoursxlf, "I am a kxy pxrson and nxxdxd vxry much!!"